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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to provide vocational educators with clues to potential problems which their nontraditional students may face in their future roles. A picture is presented of nontraditional employees: women sent by their employers to the American Institute of Baking. Focus is on their attitudes regarding positive and negative aspects and problems faced by women in the food industry. Additional preparation the women might have found useful is suggested. Contents include a leader's script (material to be presented), two handout masters, and a class discussion guide. Handouts list (1) common problems faced by nontraditional blue collar workers, with matching counter measures and (2) characteristics of nontraditional students. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189350

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

PROFILE OF A NON-TRADITIONAL STUDENT

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025 720

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that make students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

We would like to thank Dr. Darrel D. Brensing, Director of Education for the American Institute of Baking, for sharing his experience in working with some of the females that companies have sent to the Institute's seminar offerings. The American Institute of Baking is supported by the baking industry to provide, along with other services, technical baking knowledge world-wide, to meet the needs of the industry. Prior to his present responsibilities, Dr. Brensing has filled an administrative role in banking, and a vocational education role as a director and teacher for an Area Vocational Technical School.

To find women employed in the baking industry--and especially being provided with additional training by a company--reflects the movement of women into non-traditional occupational areas. This packet presents a picture of these non-traditional employees. The picture, as painted by women, includes the positive and negative aspects, plus problems faced by being women in the food industry. It also sketches some additional preparation which these women might have found useful in their present non-traditional roles--preparation which today's women should have in order to keep similar occupational options open to them.

The purpose of this packet is to provide vocational educators with clues to potential problems which their non-traditional students may face in their future roles. These clues can guide educators as to attitude and training preparation that would aid students in meeting these problems.

The packet was designed to be used alone, in combination with other packets, or to supplement existing in-service activities. Although developed to cover about 60 minutes, time flexibility occurs through processing in several different directions. Select the ramifications that best fit your group. Or develop your own probes that open additional directions.

Included in the packet are:

1. A Leader's Script
2. A Discussion Guide to aid in leading discussion following the presentation
3. Two handout masters:

   ."Common Problems Faced by Non-traditional Blue Collar Workers, with Matching Counter Measures"

   ."Profile of a Non-traditional Student"

Copies of these handouts for distribution can be made by using any copying machine, or by using a Thermofax machine to make a ditto master.

A suggested general format for this in-service unit is:

1. Before the presentation, the leader should become familiar with the script through pre-reading, making modifications to fit your audience or speaking style.
2. The leader reads the script to the group.
3. The leader leads class discussion as noted on the script, utilizing the discussion guides if desired.

It's a tense scene in the waiting room. The expectant parents have been looking forward to the event as most young parents have throughout the years. The anxious father has been pacing the floor for the past hour. Finally the door opens and the doctor emerges with a smile on his face. He extends his hand to the new father and announces, "Congratulations. You're the proud father of a baby girl!!"

Scenes like this have been happening throughout the United States and the civilized world for years. It is nothing new except for the new parents. Only the names and faces have changed as we have progressed through the years. However, as we prepare for the 21st century it must be realized that the announcement "It's a girl" certainly has new connotations for the parents as they take on the responsibilities of preparing their daughter for our changing times.

Today we will focus on the female and how the dramatic changes and new opportunities in the last decade have affected her. Many of the factors that have influenced change in our society also affect males and would apply as well to males entering non-traditional employment areas. Certainly men must learn to cope with the changes they encounter daily; but for now let's concentrate our attention on how current changes have affected women.

What has brought about such change? Traditionally the Kansas farm girl was expected to go to school, make good grades, cheer for the boys' athletic teams, learn to cook and sew, to be a homemaker, and to make sure that she had a husband picked out by the time she was graduated from high school. She was expected to be a good wife, a good mother, a positive influence in the community; in return, she could expect her husband to "take care of her" throughout her lifetime. If she were to enter any of the professions, the acceptable ones were teaching, nursing, or secretarial work. She was not

expected to rock the boat by entering into administrative positions--and most certainly she was not to consider non-traditional employment.

All people have their own ideas regarding what has brought about the change we have experienced in the last decade. Most people would agree that one cannot pinpoint any single contributing factor; rather, a multitude of factors have all had their influence upon "today's woman". Some of the factors to consider would include:

- Personal circumstances
  - The untimely death of a spouse
  - The rising divorce rate
- Economic factors
  - Rising inflation
  - Shrinking buying power
- Legal forces
  - For schools:
    - Title IX
    - 1976 education amendments
  - For business:
    - Equal Pay Act of 1963
    - Title VII of the Civil Rights Act of 1964
  - Discrimination suits
- Mass media influences:
  - TV programming
  - Movies
  - Printed media:
    - Books
    - Magazines
    - Newspapers

These factors as well as others have caused the American public to alter its view regarding the role of the female in our society. Since many females have already entered the business world with great success, we can see that the barriers that existed previously in keeping women from entering key administrative jobs have eroded; unfortunately, they have not yet been eliminated. Even at a non-administrative level, many females have taken jobs once considered for males only. It will be interesting to see how society will change in the next decade due to these factors and others that have not yet emerged.

But what is it like for your non-traditional student as she moves into administrative and male occupations? Because she is a pioneer in the fore-

front of change, what special struggles will she face at home and work? What special preparation would make her future pioneering work role easier? What recommendations do present pioneer workers have for her? By gaining a picture of what present females in non-traditional employment are facing and feeling, we can develop an understanding that can guide us in preparing our female non-traditional students for their future work roles.

The picture of a female non-traditional employee's struggles and feeling is most accurately painted by present pioneering employees. Let's have seven such non-traditional employees in food industry occupations tell their stories. For convenience, we will call their seven different stories "case studies". Each case study is a real life situation, with only the names changed to protect the privacy of the individual. As you listen to each case study, see if you can hear common message themes developing. Following the seven case studies, we will explore together what these women are telling us and how this knowledge can be useful to us as vocational educators.

CASE STUDY #1

Pam is a bright, attractive young lady from a metropolitan area in Kansas. She is attending one of the universities in her home state and hopes to become a chemical engineer. She was well prepared in high school for her major field and is an honor student in college. After graduation from college she plans to move to a large metropolitan area where her skills will be compatible with the job opportunities available.

In college, she met Joe, a farm boy from central Kansas majoring in agriculture. The romance grew and all indications were that marriage plans were developing. Serious discussions were held between the two regarding their future. Pam informed Joe that he would need to seek employment in an

area where she could find employment, as her job would be the factor determining where they could live. Joe did not relish the thought of living in a big city and would not accept the role of the secondary breadwinner of the family. As time passed, the future employment issue became a monumental factor. The painful experience of breaking up occurred. Both are now dating others. A reconciliation does not seem probable at this time.

CASE STUDY #2

Mary Ellen is employed as a product development technician in the confectionery industry. She attended a university in Tennessee and majored in foods and nutrition, with a minor in chemistry. She is newly married; she and her husband have separate careers.

Mary Ellen was encouraged by her family to attend college, and was planning to seek traditional employment for a female, as either a teacher or a dietition. The department head at her university, however, is taking a leadership role in developing new employment opportunities for women and is encouraging them to take a new look at what is available for women in business and industry. Mary Ellen credits this individual for her new career opportunity.

Mary Ellen enjoys her work and feels she was hired for the position because of her talents and not because she is a woman who was needed to fill a hiring quota. She has not experienced any sex bias in her job and enjoys her work as well as the people around her. The only question asked when she was interviewed for employment was whether she felt the physical lifting required in her position would create a problem. She is the only female product development technician in her company. Her boss is a male, and she admits she's not sure that she would enjoy working for a female.

Mary Ellen's husband is an optician. They have discussed the possibility that her career might surpass his and she could eventually earn a

higher salary. They feel this does not pose a threat to their marriage. They plan to have a family, but she will continue to work because of the personal satisfaction she gains from her career. Her advice to the young female seeking non-traditional employment is that the jobs are there, you just have to look for them.

CASE STUDY #3

Liz is an attractive blonde from Sweden employed by a large candy company as head of their research and development department. She was educated in Sweden, earning her M.S. degree in chemical engineering before coming to the United States. She chose to come to the U.S. because it offered a challenge to her. Her major professor recommended that she seek employment in the states.

Liz's case offers a new perspective, since she is employed in a management position and is responsible for hiring and firing of personnel. She has both men and women working under her supervision. Another unique angle to her situation is that her direct supervisor, the vice-president of research, is also a female. They started with the company at the same time and competed for the same job. They both are satisfied in their positions and feel they make a good team, as one is primarily interested in management and the other is more technically oriented. Liz feels that she could work equally well for a male boss, as long as he was competent. She does not feel she is biased in hiring since she tries to match the individual with the job.

Liz did not feel any sex bias when she was hired. She feels very confident of herself and her capabilities. She knows what she can do and what talent she possesses. She feels very good about being a woman. Some women she has observed expect special treatment simply because they are females, rather than being willing to give what it takes to accomplish the

task at hand. "They can't have their cake and eat it, too," she states.

The major reason for her divorce was conflicting careers. Her ex-husband could not cope with the competition and the decision was made to separate. Her tough but realistic advice for the female of today is to be prepared to make a choice. If you choose marriage, keep open the lines of communication between you and your spouse. Talk problems out ahead of time and don't expect a bad situation or attitude to get better just because of marriage.

CASE STUDY #4

Ellie is employed as a reliability technician in the quality control department of a major food chain in the United States. Although she has a B.A. in sociology, she found there was not a demand for social workers in her geographic area when she was seeking employment. She therefore began her employment with the firm as an order clerk in the sales department. Three months later she was an office clerk in the stores division and was soon promoted to account clerk in the accounts payable department. She was thoroughly bored with her job and informed her boss that she was seeking other employment. Since she was a good employee whom they wished to keep within the company, they asked if she would be interested in looking at an opening in the quality control department. She found this a real challenge and is now enjoying an exciting career.

Ellie feels she wasted a tremendous amount of time before she found a rewarding career. She felt she received very little useful advice in high school concerning career choices, and not much more in college. She suggests that students be more demanding in seeking advice and career counseling, and that they enroll in courses such as accounting, statistics, and business courses that would aid in finding future employment. She also feels that men must be educated to work with women. Men must somehow

become accustomed to the possibly threatening idea of having a woman in the department; the likelihood of her being there is fast becoming a fact of life which men must adjust to.

CASE STUDY #5

Judy is a production superintendent in a bakery for a large supermarket chain on the west coast. Her role in the past has been that of the traditional wife seeking employment to help supplement the family income. She was seeking summer employment compatible with her husband's job as manager of a major discount store. Every time her husband was transferred, she had to start over in a new job.

She showed so much promise in her last job in the San Francisco area that when she was forced to relocate with her husband, she was able to obtain a transfer with that same firm. She was promoted to foreman, and worked in that capacity for one year before becoming production superintendent. Her husband has been transferred again, but within the same area; so she has been able to keep her job even though she commutes 45 miles each way every day.

She feels that being a woman in the non-traditional jobs has definite limitations and that she has had to prove her worth on every job she has had. She was promoted to fill a quota and experienced some resentment from the men in the department, but has been able to overcome this by being a competent employee. Judy has a B.S. degree in history which has been worthless to her as far as technical knowledge is concerned, but finds her writing ability very helpful in her new capacity as production superintendent. She has taken the initiative in every job she has had and finally feels accepted in this non-traditional job.

In discussing the future, she expressed reluctance to move again if her husband were transferred. She enjoys her new position and her growing

confidence as an administrator. A conflict could occur in her marriage because of the continual moving required by her husband's job.

CASE STUDY #6

Connie is a group leader in research application for a large food chemical company in Chicago. She has a B.S. in medical technology and an M.S. in foods and nutrition. Her career in the food industry came about by accident. Preparing for a traditionally female career as a medical technologist, she found she did not like the hospital atmosphere and looked toward a different career. Her degree in medical technology had prepared her for a variety of jobs in laboratories. She was looking for a job and interviewed with this firm in the food industry. The job provided an exciting new challenge, and she has been promoted to group leader with four lab technicians working under her supervision.

As a black female, Connie feels there are many opportunities available to females as long as they prepare themselves and are competent. She is married and feels very comfortable with her career and her marriage. She and her husband seem to have such a strong mutual understanding that he does not feel threatened by her job. Her advice is, "Don't bring your job home. Leave work at work and don't lord your job over your husband. Use common sense."

On the job she feels the female must have a thick skin. Be competent in your job, but don't feel you have to alienate the men in the organization. Her final pearl of wisdom was, "Be twice as good, but not twice as loud."

CASE STUDY #7

Diana is a technical representative for an ingredient supplier in the food industry. She is the liaison between research and sales and spends approximately 50% of her time traveling. She has chosen not to marry as yet and enjoys her exciting career.

In college, she majored in the traditional home economics with emphasis in foods and nutrition. She worked in product development for a large food processor. Feeling the need for additional education, she started working on her M.S. in home economics with a minor in business. She felt that she had to lead her university by insisting on taking business courses. A criticism she voiced was that educational institutions need to be more aware of what industry needs and not continue to add additional requirements within their department to fill a "required program to follow."

Diana is a very outgoing person and feels that if she should marry, she would have to find a spouse who would be comfortable with her and her job. Domestic chores do not interest her and she feels that these services can be hired. Her advice is, "Times change--you must change with them." The young woman of today must get out into the business world to get experience. Utilize the summers for this experience, even if it is in a non-paying job. She feels that most high school counselors are not familiar with the needs of industry and are unprepared to give advice on careers. "Go through college with courses in business, not liberal arts," she stated. "Get involved with finances. Women should be exposed to buying property, purchasing automobiles, etc., and their fathers must encourage their daughters in business affairs as much as they do their sons."

She feels very strongly that a woman should not look to marriage as an excuse for not making decisions. You need to feel good about yourself and cannot live your life through your husband.

The case studies reveal some of the life struggles that females in non-traditional employment have faced or are now facing in their careers. In interviews with these and other females in non-traditional employment, the following problems constantly surfaced:

- Little or no direction regarding non-traditional employment from homes with "traditional parents"

- Lack of career counseling in the public schools for non-traditional employment
- Lack of opportunity to visit or work in business and industry during high school
- A lag in many colleges and universities in advising or preparing females for careers in business and industry
- The break-up of marriages because of conflicting careers
- The problem of raising children as well as enjoying a fulfilling career

It is a fact that females are seeking and finding rewarding careers in non-traditional jobs. More and more females are enrolling in non-traditional studies in our colleges and universities. Although at a slower pace, more and more females are enrolling in non-traditional programs in Kansas area vocational and technical schools. Consequently, these women are prepared to enter non-traditional jobs and are competent employees.

The desire for a fulfilling career, inflation that forces both husband and wife to work, the rising divorce rate, our mobile population, along with many other factors, are reasons why more and more females are drawn into the work force each year. A recent study, conducted with a graduating class at their 25th year high school reunion in a mid-Kansas farming community, revealed that 43% of the graduating females are now living in states other than Kansas and are engaged in some type of employment. The shocking statistic of how few were adequately prepared for employment outside of their home community and state can readily be visualized.

As today's woman prepares for her future employment role, our seven non-traditional workers have recommendations for her to consider:

- Take courses in high school and post-secondary institutions that would include:

  Business and finance

  Accounting

  Mathematics

Real estate and insurance

Personal finance

Courses to assist in understanding mechanics

Management courses

Marketing

Human relations

- Know your value and what is important to you as an individual.
- Select a field of study with a future. Be competent and develop skills necessary for meaningful employment.
- Be aware of opportunities that do exist in non-traditional employment.
- Stay clear of general curricula and degrees that lead to general unemployment.
- Be aware of conflicts that can occur in marriages with conflicting careers. Keep open the lines of communication with your spouse.
- Discuss before marriage such items as domestic responsibilities, plans for children, and the added responsibilities for both the wife and the husband.
- Be aware of the pressures at the administrative level before considering such a career--"If you can't stand the heat, stay out of the kitchen."
- Be aware of the male ego. The world still has its share of traditionalists.
- Don't apologize for being a female in the business and industrial world. Be competent and take your rightful place in our society!

There are many bright spots on the horizon for females in non-traditional employment. Vocational educators at all levels are being asked to take a leadership role in developing and preparing females for non-traditional jobs. We see some American AVTS's, colleges, and universities rising to the challenge. We are aware of the impact the mass media have upon society and what effect the concepts they present will have on future generations.

There is certainly nothing wrong about a woman s seeking employment in the traditional fields of teaching, nursing, and secretarial work. But--- does she know she could be a new product development technician? --or head a quality control department? --or be an automotive technician? You can help your female student to name her own fantasy ---and make it come true!!!

-***- (If time permits, thought processing can be aided by leading group discussion. Suggested question slants are included on the enclosed discussion guide.)

-***-
1. Lead group discussion.
2. Hand-out: "Profile of a Non-Traditional Student

DISCUSSION GUIDE

1. If you were creating your own recommendations list of ways in which vocational personnel can help female students to "name their own fantasy. . . and make it come true," what would you include on your list?

2. The given case studies dealt with female non-traditional workers in the food industry. Many of you, through personal contact, may know women in non-traditional jobs in other fields. From these contacts, could you add to the list of difficulties non-trad tional workers tend to face?

3. A California project involved talking to women in apprenticeship programs in a variety of blue collar jobs. They compiled a brief description of common problems experienced by these women and were given hints for counteracting these problems. You as a teacher of potential women blue collar workers may find these hints useful in preparing your students for future work roles. I will pass out a list of problems and matching countermeasures. Then let's share your reactions and additions in the group.

   (Distribute handout "Common Problems Faced by Non-Traditional Blue Collar Workers, with Matching Counter Measures." Give participants time to read the handout, then ask for reactions And/or additions.)

4. Male workers in supposedly "female" occupations also experience difficulties because of their non-traditional role. Patients, for instance, may resist having a male nurse take care of them. Passengers complain that male flight attendants are grouchy and uncaring. Let's try to compile a list of common problems experienced by men as they work in non-traditional fields. Then let's try to suggest counter measures men could take to meet these problems.

   (For this exercise, a blackboard or newsprint pad on an easel would be useful as a visual aid. Suggested problems could be listed on the left, with suggested matching counter measures on the right. This format would be consistent with the handout, "Common Problems Faced by Non-Traditional Blue Collar Workers with Matching Counter Measures"--from question three.)

HANDOUT MASTERS

COMMON PROBLEMS FACED BY NON-TRADITIONAL BLUE COLLAR WORKERS WITH MATCHING COUNTER MEASURES

Following are some brief descriptions of common problems experienced by women on the job, and some suggestions for counteracting the problem.

. Many women find that they have to spend a long time (perhaps several years) simply waiting to get into an apprenticeship training program. This is very frustrating.	. With the new federal regulations, it is hoped that recruitment and training of women will be stepped up. Counseling by an apprenticeship outreach program can improve your strategy and help you be more effective in your job search. Be persistent.
. The work is very demanding physically. In the first month, it is difficult to adjust your body to these demands and to foresee that you will be able to handle the pace.	. The importance of getting physically fit before you go on the job cannot be overstated. Assess your own health and find out what capabilities different trades require. Once on the job, women have used their brains and learned how to manipulate weights, tools and their own bodies to offset lesser degrees of upper body strength or experience. Size isn't everything.
. There have been cases of physical violence or threats against women on the job. But more often the hostility takes a verbal form. Often it is on a teasing level, where you are being tested. Sexual references in language reflect the fact that these sites were formerly all male.	. A sense of humor is one of your best assets. Each woman develops her own style of handling harassment or joking, often learning to dish it out as well as take it. Once you find male co-workers who are allies, don't shun them. Try to maintain the rapport. Make contact with other women in the trades so that you can blow off steam after work (not a good idea on the job, except in rare instances to prove a point). Be realistic about the need for such support. Other women may be able to suggest how they have handled specific situations. It helps to talk.
. In the building trades particularly, the work is not constant. You will be laid off and the work can be seasonal. This can be a problem, especially in your first year when your unemployment benefits are calculated on your previous (probably low-paying) employment.	. Anticipate these fluctuations and do not overcommit yourself financially too soon. In the construction trades, you must have your own means of transportation so that you can travel to where the work is (perhaps 50 miles away or more).

. Sometimes employers complain that their women apprentices do good work, but that they are too slow.	. It does take time to get used to working with the tools. Also, a woman on the job knows that if she makes a mistake, it may be blown out of proportion or used to generalize about capabilities of all women. Realize that craft work today is production oriented. Learn to work fast, use the short cuts, move your body.
. Women feel that they don't get any feedback about how they are performing. They don't know how to deal with this or to find out how they are really doing.	. It seems that men are not as oriented to feedback; they don't expect it from each other. Besides, a white male apprentice may assume that he is doing a good job (not having to worry about being a test case). Learn to pick up information by paying attention to what is going on around you. Initiate questions periodically (but not too often) about your progress. Your male supervisor may fear lawsuits or tears. As more women become apprentices, these communication problems will be dealt with.

Source:

"Apprenticeship and Other Blue Collar Job Opportunities for Women," by Valerie Wheat in consultation with Christie Nebel; U.S. Department of Health, Education, and Welfare, 1978. Pages15-16.

PROFILE OF A NON-TRADITIONAL STUDENT*

This profile is an outline of results of a nation-wide survey of women non-traditional students in post-secondary area vocational technical schools (AVTS) where at least ten were present. The survey was reported by: Kane, R. A.; Frazee, P.; and Dee, E.: "A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Training School," RJ Associates, Inc.; Arlington, Va., 1976. (ED 132 429)

I. Characteristics of women preparing to enter employment in a non-traditional occupation.

   A. Demographic characteristics:
      1. Women non-traditional students tended to be older, more urban, and more likely to live in Western states then traditional students.
      2. Little difference existed between traditional and non-traditional women students as to parental education, fathers' occupation, and mothers' employment.

   B. Motivational factors:
      1. Interest and ability in the occupational area was the most influential factor.
      2. Good working conditions--steady work, availability of jobs, advancement opportunities were the second influential factor.
      3. Increased earnings potential was the third influential factor. Black women rated this higher.

II. Experiences that influenced the decision to enter a non-traditional training.

   A. Educational personnel:
      1. Top influential personnel were male vocational education teachers.
      2. Counseling techniques were considered not useful.

   B. Non-educational factors:
      1. Parental support and encouragement considered more influential than educational personnel.
      2. Most students made decisions on their own.

III. Problems and difficulties women experienced in their non-traditional education and training programs.

   A. Problem areas:
      1. Fellow male students had difficulty adjusting to women. Did not find similar problems with teachers or counselors.
      2. Men were better prepared for their post-secondary vocational-education courses, including more math and science.
      3. Men had taken more technical subjects other than math and science.

   B. Breadth of problems:
      1. Two-thirds of non-traditional women reported problems.
      2. The larger the number of women students in a class, the smaller the percentage of women having problems.

*Programs in which 0.0 to 25.0% of the students nationally enrolled are women were considered non-traditional; in which 75.1% to 100% of the students nationally enrolled are women were considered traditional.